



Glendale Unified School District

"Excellence is Worth the Effort"

Balboa Elementary School

2002-2003 Annual School Report Card

1844 Bel Aire Drive, Glendale, CA 91201

(818) 241-1801

Kindergarten through Sixth Grade

www.gusd.net

School Administration

Linda Russo Milano, Principal
Linda Edmond, Assistant Principal

2002-03 Board of Education

Pam Ellis, President
Greg Krikorian, Vice President
Mary Boger, Clerk
Lina Harper, Member
Chakib Sambar, Member

District Administration

James R. Brown
Superintendent

Dr. Michael F. Escalante
Superintendent
(Effective February 1, 2004)

Alice Petrossian
Assistant Superintendent
Educational Services

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Principal's Message

It is my great pleasure to share with you our Annual School Report Card and assist you in providing information about Balboa Elementary School. Meeting the needs of our students with a high-quality instructional program is our top priority. As a year-round school, learning is well under way in all our Balboa classrooms and students are meeting high expectations in a standards-based curriculum at each grade level.

We are all proud of our school, for very obvious reasons. In addition to the fact that our state test scores have been steadily climbing over the last four years, we see improvement and growth in other facets of our school programs as well. Balboa's Character and Ethics Program has been recognized as an exemplary model of our district and community and has yielded very positive results. Our recent client survey revealed a high level of trust and confidence in areas such as safety, school climate, and positive learning environment. Just as impressive, is the fact that Balboa has been recognized as a Title I Achieving School. We have worked hard and this honor is especially significant to our teachers, our students, and our parents.

This commitment to excellence is the hallmark of our wonderful school and is only achieved through the joint efforts of our students, our staff, our parent support groups, our neighborhood, and our community partnerships. Collaborative participation is a crucial element in our students' successful school experience. Balboa families value their children's education and we are grateful to have their ongoing support in our endeavors. We welcome their involvement and encourage any suggestions and comments that might help us improve our effectiveness.

As you look through the information contained in this document, if you have any questions, please feel free to call me at (818) 241-1801. Our goal is to keep our families, our community, and any interested parties well informed about all aspects of our school, and to share our pride in our accomplishments as we strive to make Balboa the best it can be.

-- Linda Russo Milano
Principal

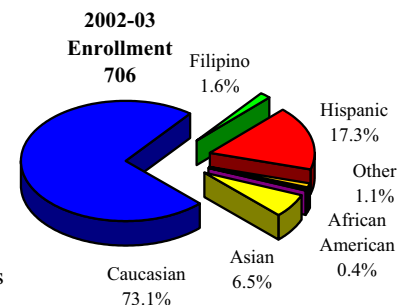
Mission Statement

Balboa Elementary School, a neighborhood learning center with dedicated staff and parents, promotes unity and ensures that children of all backgrounds attain their highest potential through a variety of teaching strategies in order to be goal-oriented, responsible citizens with healthy minds, bodies, and spirits who master empowerment skills and recognize the need of the enjoyment of life-long learning.

Community & School Profile

The city of Glendale, the third largest city in Los Angeles County, is situated on the eastern border of the San Fernando Valley at the base of the Verdugo Mountains - only eight miles north of the city of Los Angeles. Embracing cultural diversity, 50 percent of the city's 200,000 residents were born outside the United States, challenging local educational agencies to offer and support over 60 foreign languages. National studies, residents, and realtors concur that Glendale's reputation for picturesque neighborhoods, excellent schools, commercial industries, shopping facilities, strong municipal agencies, and its multitude of local attractions are motivating factors for families moving to the valley. Community pride and involvement are strong forces responding to educational issues, non-profit causes, and city developments.

The Glendale Unified School District is proud of its excellent quality of education and award winning schools. Its commitment to providing safe and effective learning environments for students is unmatched. The district serves approximately 29,500 students in its 20 elementary schools, four



middle schools, five high schools, and two specialized schools. Year-round and traditional calendar systems, complemented by a variety of creative programs, provide Glendale parents and students many choices for individual needs and achievements.

Balboa Elementary School, which opened in the 1930s, is located in the northeast section of the city of Glendale and serves students in kindergarten through sixth grade. Students from Balboa will move on to Toll Middle School and Hoover High School. Students are known as “The Blazers” and the school colors are navy blue and white. Operating on a year-round calendar system, the educational programs at Balboa are tailored to meet the needs of a changing school population.

Discipline & Climate for Learning

The District believes in preparing students to become responsible, productive citizens. Students at Balboa are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy, and acceptance of others. The goal of Balboa’s discipline program is to provide students with opportunities to learn self-discipline through a system of consistent rewards and consequences for their behavior. Students who develop a sense of personal responsibility will mature both academically and emotionally. Parents and students are informed of discipline policies at the beginning of each school year through classroom orientation and individual parent/student handbooks.

Building a positive self-image, as well as respect for others, is important to a student’s success. The District supports the philosophy that students who have high self-esteem are more likely to become productive citizens and resist temptations such as abusing alcohol and dangerous drugs. In addition to sponsoring programs to eliminate bullying, resolve conflicts, and promote peace on its campuses, the district participates in the Glendale Character and Ethics Project. This character education program provides a strong link between the schools and the community. The project highlights one “guiding word” per month, such as *respect*, *honesty*, *self-discipline*, *citizenship*, and *responsibility*. The Glendale Character and Ethics Project teaches children to consider the consequences of their actions and encourages them to choose behaviors that benefit themselves and others.

Extracurricular & Enrichment Activities

Students are encouraged to participate in the school’s additional academic and extracurricular activities that promote positive attitudes, encourage achievement, and aid in the prevention of behavioral problems. Extracurricular and enrichment activities include:

- Character and Ethics-Based Programs
- After-School Chorus
- Armenian After-School Program
- Student Council
- LINKS
- Orchestra

The school’s Booster Club sponsors “Balboa Plus,” which offers after school activities, classes and athletics, including basketball, volleyball, softball and soccer.

To build self-esteem and recognize student achievement, certificates, ribbons, prizes, and various other awards are given to students at assemblies and special presentations throughout the school year. Activities, honors, and programs include:

- Blazer Praisers
- Student of the Month
- Perfect Attendance
- End-of-the-Year Achievement & Recognition

Homework

Homework is a fundamental part of the learning process that helps to develop basic academic and study skills, as well as promote student responsibility and self-discipline. Homework is assigned on a regular basis for all grade levels and major subject areas. Each teacher determines the appropriate measure of homework for his or her students. Students are expected to complete their homework assignments on time and to the best of their ability. Parents are encouraged to provide a supportive environment for homework activities.

School Leadership

Leadership at Balboa is a responsibility shared between district administration, the principal, the assistant principal, school administration, instructional staff, students, and parents. The school’s Leadership Team, comprised of teachers, classified staff, parents, and administrators, meets monthly to share decision-making on instructional programs, school policy, budget recommendations, and to advise the School Site Council.

Staff members and parents participate on various committees that make decisions regarding the priorities and direction of the educational plan to ensure instructional programs are consistent with students’ needs and comply with district goals. These committees include:

- School Site Council
- Parent Teacher Association
- Balboa Leadership Team
- Balboa Booster Club
- English Language Advisory Committee (ELAC)

Community Involvement

Parents and the community are very supportive of the educational program at Balboa. Numerous programs and activities are enriched by the generous contributions made by the following organizations:

- Parent Teacher Association
- Armenian Parents Group
- United Way
- Desimone Scholarship (6th Grade)
- Fire Station 27 Partnership
- Local Businesses

Contact Information

Parents who wish to participate in Balboa’s leadership teams, school committees, school activities, or become volunteers may contact Principal Linda Russo Milano at (818) 241-1801.

Curriculum Development

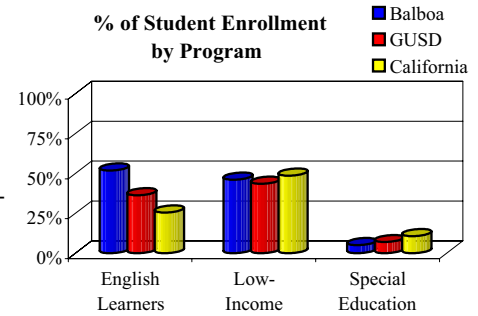
Throughout Glendale schools, curricula in all of the core content areas have been aligned with the California State Content Standards. The district’s emphasis is on analyzing student work, using data effectively, and working collaboratively to plan and improve instruction. Once a year in August, district and school representatives conduct a formal review of each school’s program by looking at how well students performed on district benchmark assessments and state standardized tests, identifying areas of strength and areas where improvements are needed.

When districtwide curriculum changes are planned, committees form with district and school representatives to oversee planning and implementation. These steering committees establish the long-range plan and objectives and create a timeline for implementation. Each committee reviews curriculum content to verify that new programs are consistent with Board policy. Curriculum committees make certain that curriculum is well-articulated among grade levels, with content specialists identifying and correcting gaps to ensure continuity. The committees recommend textbooks for adoption and develop the districtwide curriculum guides used in each classroom.

School administrators and teachers use the curriculum guides and data analysis to set goals and modify instruction in order to address students’ needs. At grade level and faculty meetings, and meetings of the school’s Leadership Team and School Site Council, members of the school community continually evaluate the school’s success in meeting curricular objectives.

No Child Left Behind

Title I funding plays a critical role in the landmark education act more popularly known as No Child Left Behind (NCLB). Title I is federal money used to support additional staffing and programs to meet the needs of low-income, low-achieving, and other designated students with special needs. Balboa meets specific criteria for federal Title I schoolwide eligibility. As a Schoolwide Title I school, Balboa uses Title I funds to increase the achievement of all students. Information regarding Title I designation assists our parents and school community members to understand the impact NCLB will have on the school. NCLB requires evaluation of student performance both schoolwide and by specific subgroups participating in Title I programs. A profile of Balboa's enrollment, as defined by these subgroups, is provided to create an appropriate context for evaluating the overall success of the school's educational program.



Student Achievement & Testing

Various measures of student achievement are used as an ongoing part of the quality instructional program at Balboa. These assessments provide a measurement of students' actual progress and evaluate the effectiveness of the instructional program.

In addition to the academic measurements required by the State of California, the school and the district administer other assessments to determine the progress of each student. These include:

- Kindergarten - District-developed Kindergarten inventory, report card grades
- 1st-6th Grade - District Math and Writing Benchmarks, report card grades

Annually, the district evaluates the results of these assessments, and state testing, to determine whether each student is meeting the district's grade level standards.

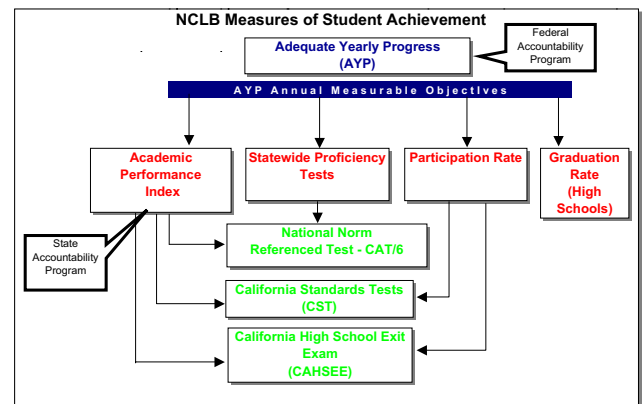
	Language Arts			Math		
	01	02	03	01	02	03
	59	71	63	68	75	73

	Math			Writing		
	01	02	03	01	02	03
K	96	100	99	65	60	
1st	91	77		52	80	
2nd	86	79	76	52	69	69
3rd	65	87		53	63	
4th	50	67	55	58	58	49
5th	45	43		64	66	
6th	46	65	99	53	63	35

Not tested in 2002-03

Adequate Yearly Progress

The No Child Left Behind (NCLB) Act requires all students to perform at or above the proficient level on the State's standards-based assessment by 2014. To reach that goal, districts and schools must achieve Adequate Yearly Progress (AYP). This means annually increasing the percentage of students achieving academic proficiency. AYP requires evaluating and reporting all students' academic progress, including students in subgroups, such as English language learners, socioeconomically disadvantaged students, students with disabilities, migrant students, and students in numerically significant ethnic subgroups. Beginning with the 2003 AYP reporting cycle, schools receiving Title I revenue that fail to make AYP for two consecutive years will be identified for Program Improvement. In 2003, Balboa was named a Title I Achieving School, recognizing students' ongoing improvement in meeting state and federal standards.



California's AYP

In California, AYP is determined by: California Standards Tests (CST) for grades 2-8, California High School Exit Exam (CAHSEE) for tenth grade students, Academic Performance Index scores, percentages of students participating in standardized testing, and high school graduation rates. Beginning with the 2003-04 school year, elementary and middle schools must achieve a 13.6% at-or-above proficiency rate in English Language Arts and 16.0% for Mathematics on CST, a participation rate of 95% or greater on CST, and an API of 560 or one point of API growth. Over the next several years, these standards of achievement increase until 2014 when all students will be required to meet or exceed state standards. Balboa achieved Adequate Yearly Progress for 2003.

	01	02	03
Recognition for Achievement (Title I)	No	No	Yes
Identified for Program Improvement	No	No	No
Exited Title I Program Improvement	No	No	No
Number of Years in Program Improvement	0	0	0

Adequate Yearly Progress (AYP) 2003 Phase I

Balboa Elementary School

	Participation Rate	% Proficient or Advanced				
		English/ Language Arts	Mathematics			
Target	95%	13.6%	16%			
Met Target? Yes (Y) or No (N)						
	Met	Rate	Met	%	Met	%
All Students	Y	99.8%	Y	37.3%	Y	55.5%
Subgroups:						
Hispanic or Latino	Y	100%	Y	25.6%	Y	39.0%
Caucasian	Y	100%	Y	37.9%	Y	57.6%
SED	Y	100%	Y	28.9%	Y	47.5%
English Learners	Y	99.7%	Y	32.3%	Y	51.7%

SED = Socioeconomically Disadvantaged

Academic Performance Index

The Academic Performance Index (API) is one of three components of the Public Schools Accountability Act (PSAA) passed in 1999. The API measures school performance, sets academic growth targets, and monitors growth over time based on CAT/6 and California Standards Tests results. The Immediate Intervention/Underperforming Schools Program (II/USP) and Governor's Performance Award Program are the two remaining components of the PSAA. API and STAR results determine a school's eligibility for each program. II/USP-eligible schools may apply for funding to provide the necessary resources to improve student performance. The Governor's Performance Award acknowledges those schools that demonstrate significant improvement based on several specific measures. In recognition of its students' outstanding efforts, Balboa Elementary School qualified to participate in the 2000, 2001, and 2002 Governor's Performance Award.



API School Results							
All Students							
	Base				Growth		
	2000	2001	2002		00-01	01-02	02-03
Students Tested	509	527	563	Percent Tested	100	100	99
API Score	707	724	735	API Growth Score	724	738	765
Growth Target	5	4	3	Actual Growth	17	14	30
Statewide Rank	6	6	7				
Similar Schools Rank	9	8	9				
Subgroups							
Socioeconomically Disadvantaged							
Base API Score	648	671	695	API Growth Score	668	699	736
Growth Target	4	3	2	Actual Growth	20	28	41
Caucasian							
Base API Score	707	720	730	API Growth Score	720	728	773
Growth Target	4	3	2	Actual Growth	13	8	43
Hispanic							
Base API Score	620	645	693	API Growth Score	635	0	699
Growth Target	4	3	2	Actual Growth	15	0	6

Only numerically significant subgroups for each reporting period are required to be presented in this report card. Numerically significant subgroups are comprised of (1) at least 100 students with valid test scores or (2) at least 15% of the school population tested and contains at least 30 students with valid scores.

Standardized State Testing

Balboa participates in California's mandatory Standardized Testing and Reporting Program (STAR) which utilizes the California Achievement Test (CAT/6), California Standards Tests (CST), the Spanish Assessment of Basic Education/2 (SABE/2), and the California Alternative Performance Assessment (CAPA). The CAT/6 measures achievement based on student comparison; the California Standards Tests aid in determining the level of individual student comprehension and knowledge of skills required by the California Content Standards for each grade or course. Prior to 2003, the STAR included the SAT-9 norm-referenced test, which has been replaced by CAT/6. CAPA is administered to students with significant disabilities who are not able to take the CST and CAT/6. For more information on the STAR Program, please visit: <http://star.cde.gov/>.

State Awards and Intervention Programs		
	01	02
Eligible for Governor's Performance Award	Yes	Yes
Eligible for II/USP	No	No
Applied for II/USP \$	No	No
Received II/USP \$	No	No

Norm Referenced Test (SAT-9 & CAT/6)																														
% At or Above 50th Percentile																														
	Reading												Math																	
	2			3			4			5			6			2		3		4		5		6						
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03			
All Students																														
Balboa Elementary	56	50	50	43	44	28	40	50	33	47	38	44	47	56	44	72	60	62	62	72	64	58	67	62	66	66	62	75	81	72
GUSD	58	58	52	51	56	39	53	54	44	51	52	45	53	57	57	68	70	53	63	73	49	65	69	44	64	68	45	71	73	43
California	51	53	46	46	47	34	47	49	35	45	46	41	47	48	45	58	62	57	59	62	52	54	58	48	54	57	49	57	60	51
Gender																														
Male	52	49	40	44	42	28	33	42	29	41	31	38	40	58	35	73	63	54	71	69	59	56	67	55	61	64	71	64	83	68
Female	61	52	59	43	46	28	47	58	37	52	44	49	52	55	52	71	55	53	54	76	50	60	68	63	70	68	63	83	79	75
Language Fluency																														
English Learners (EL)	46	33	47	28	35	18	20	27	23	17	4	22	6	25	20	71	51	51	54	72	44	35	54	54	44	40	48	51	66	55
Non EL	75	82	69	79	68	50	60	93	57	82	62	78	81	87	64	75	77	69	80	72	81	80	91	68	92	85	94	94	95	85
Socioeconomic Status																														
SED	43	38	45	33	38	18	31	41	23	33	33	32	29	44	41	67	52	50	52	67	45	52	57	54	57	65	56	64	81	73
Non SED	68	65	57	56	50	42	52	64	43	63	45	62	72	68	48	78	69	59	74	77	69	65	83	63	78	69	82	89	80	69
Ethnicity																														
Asian				58			54			73	54		67			83			92			99			77			99		
Caucasian	55	48	55	42	44	30	40	50	33	48	37	43	44	55	41	71	63	53	60	71	63	57	67	55	65	65	64	76	81	74
Hispanic	57	47	23	31	40	5	24	41	33	25	39	31	36	50	43	71	42	46	50	73	26	48	53	60	44	61	63	50	63	57

SED - Socioeconomically Disadvantaged
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

California Standards Test

The California Standards Tests in the subject areas of Language Arts, Mathematics, Science, and Social Science assess student performance on the California Academic Content Standards adopted by the State Board of Education. Performance standards identify the level of student mastery of the subject areas tested. The state target for every student is to score at the Advanced or Proficient level.

How to Read CST Results

All school districts in the State of California are required to report their CST results in comparison to the state average. In this report, the percentage of Balboa students achieving Advanced (A) and Proficient (P) levels is reported. Data are broken out by gender, language fluency, participation in special education, socioeconomic status, ethnicity, and participation in migrant education. District level and statewide scores may be found in Glendale Unified School District's Report Card.

California Standards Test (CST) Major Content Areas Combined % of Students Scoring at Advanced & Proficient Levels

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
All Students															
English/Language Arts															
Balboa Elementary	32	30	32	27	34	27	26	36	48	35	28	41	37	44	35
GUSD	38	38	41	36	42	43	39	44	52	35	37	47	39	42	47
California	32	32	36	30	34	33	33	36	39	28	31	36	31	30	36
Mathematics															
Balboa Elementary			43	64		43	45		55	54		47	66		63
GUSD			51	61		50	58		50	63		48	56		53
California			43	53		38	46		37	45		29	35		32

Data unavailable through the California Department of Education.

California Standards Test (CST) - Major Subgroups English/Language Arts 2001, 2002, 2003

Combined % of Students Scoring at Advanced & Proficient Levels

	2			3			4			5			6		
	01	02	03	01	02	03	01	02	03	01	02	03	01	02	03
Balboa Elementary															
Male	32	31	29	24	34	24	21	28	47	31	19	36	34	42	32
Female	34	29	34	30	35	33	31	45	49	38	35	46	40	45	40
English Learners	20	17	28	12	23	15	9	18	40	12	2	16	2	13	11
Non English Learner	59	56		61	68	42	43	70	50	63	46	65	66	75	44
SED	28	22	25	19	29	17	22	27	38	25	23	31	22	34	34
Non SED															
Asian								46				62			50
Caucasian		34	33		32	29		36	52		24	40		42	34
Hispanic		11	8		40	16		25	33		28	31		44	30

SED - Socioeconomically Disadvantaged

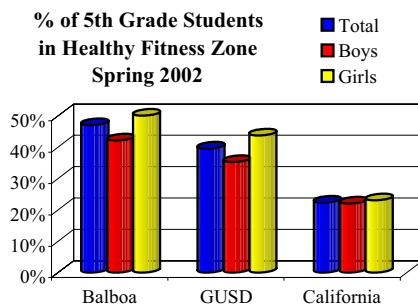
Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Data unavailable through the California Department of Education.

Physical Fitness

In the spring of each year, Balboa is required by the state to administer a physical fitness test to all students in fifth grade. The physical fitness test measures each student's ability to perform fitness tasks in six major areas; students are provided several options to perform tasks in each area. Students that either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the 'healthy fitness zone' (HFZ).

% of 5th Grade Students
in Healthy Fitness Zone
Spring 2002



California Standards Test (CST) - Major Subgroups Math

Combined % of Students Scoring at Advanced & Proficient Levels

	2		3		4		5		6	
	02	03	02	03	02	03	02	03	02	03
Balboa Elementary										
Male	47	62	51	46	51	53	47	60	63	48
Female	37	65	33	46	58	56	47	70	62	46
English Learners	27	59	38	32	39	50	16	49	42	21
Non English Learners	72		60	67	81	56	70	80	83	56
SED	29	56	31	32	45	46	39	57	56	41
Non SED	61	76	59	65	70	63	59	78	70	56
Asian					77		77		92	
Caucasian	43	66	43	52	53	56	46	64	64	48
Hispanic	26	38	40	11	47	53	39	56	33	35

SED - Socioeconomically Disadvantaged

Due to the moderate number of students tested, and in order to maintain confidentiality, certain scores are not disclosed.

Instructional Programs

Glendale Unified School District's emphasis is on a well-balanced and rigorous core curriculum at all grade levels. The district's goal is to ensure that all students are provided the support they need in order to experience success in their academic career. The district structures its educational program so that all students receive instruction appropriate to their learning level. Through teacher training, monitoring of student achievement, and modification of instruction, Balboa is able to offer programs to meet the individual needs of its students.

The District recognizes that students with special gifts and talents need more challenging curriculum and instruction. The district's Gifted and Talented Education (GATE) program is offered to students in grades four through six who have been recognized as capable of attaining high levels of achievement by their teachers and identified through state testing programs. Students in the GATE program receive differentiated instruction in their classrooms and may participate in district-sponsored GATE activities. Balboa provides additional after school activities for GATE students.

Balboa offers assistance and specialized instruction to students with special needs. Teachers receive assistance in developing research-based intervention strategies for at-risk students so that all students have the opportunity to meet rigorous standards. After school intervention programs enhance students' understanding and mastery of core subject matter. Students in grades four through six may participate in the Glendale Preparatory Academy, a districtwide program that provides additional learning opportunities for students having difficulty achieving grade level performance.

Because Balboa has a large population of English Language Learners, all teachers have specialized training in teaching students learning English as a second language. English Language Development is taught in the regular classroom setting.

The district's Special Education Program addresses the needs of those students with special needs through appropriate assessment, identification of problems areas, placement, and program implementation. The director of special education administers the program and assigns a teacher specialist and a special coordinator to support the school principal and teachers. The director is also available to answer any questions and provide support to the principal and teachers. A team consisting of the parent, school administrator, general education teacher, psychologist, and special education teacher, develops an Individual Education Plan (IEP). The IEP defines the individualized instruction a child will receive which may include working with a resource specialist or enrollment in the school's Special Day Class for students in grades four through six. All work together to ensure that the needs of special students are being met. All students receive instruction in the least restrictive environment and all students are mainstreamed as often as possible, based upon the guidelines set forth in each student's IEP.

Textbooks & Instructional Materials

The District sets a high priority upon ensuring that sufficient and current textbooks and materials are available to support the school's instructional program and provides students with their own textbooks. All textbooks and instructional materials used within the district are aligned with the California State Content Standards and Frameworks and have been selected from the state's most recent list of standards-based materials. Glendale Unified School District follows the State Instructional Materials Adoption Cycle and reviews instructional materials in each curricular area within a seven-year cycle.

The school's library, staffed by a library assistant, is stocked with thousands of books that are available for students to check out, including books in Spanish and Armenian in addition to English. The library is automated using the Spectrum tracking software system. Computers in the library are connected to the Internet so students are able to access resources and information online. Students visit the library on a weekly basis and receive instruction on research techniques and library usage.

District Adopted Textbooks		
Subject/ Year Adopted	Series	Grades
Language Arts		
2002	Houghton Mifflin	K-5
	McDougal Littell	6
Mathematics		
2001	Everyday Learning Corp.: <i>Everyday Mathematics, Revised</i>	K-6
History/Social Studies		
2000	McGraw Hills: <i>Adventures in Time and Place</i>	K-6
Science		
2000	Holt, Rinehart & Winston: <i>Earth Science</i>	6
2001	Harcourt Brace: <i>Harcourt Science</i>	K-5

Each classroom at Balboa contains an average of two computers. Computer skills and concepts prepare students for technological growth and opportunities. Students receive computer-assisted instruction on a regular schedule to enhance instruction in reading comprehension skills and mathematical proficiency. Software programs used schoolwide include Accelerated Reader, Accelerated Math, and STAR Reading.

Counseling & Other Support Services

It is the goal of Balboa Elementary School to assist students in their social, personal, and academic development. The district makes available professional guidance and counseling personnel to work with students who experience achievement problems, classroom behavior concerns, difficulty coping with personal and family problems, trouble with decision-making and peer pressure. The principal coordinates counseling and support services.

Counseling & Support Services Staff			
Balboa Support Staff	Number		
	of Staff	Days Available Per Week	Full Time Equivalent
Counselor*	1	1	0.2
Psychologist	1	2	0.4
Nurse	1	2	0.4
Speech/Language Specialist	1	3	0.6
Resource Specialist	1	5	1
Special Day Class Teacher	1	5	1

*Counselor provided by Verdugo Mental Health.

The District offers a variety of programs, training, activities, and services to provide for students' emotional, physical, and academic needs. In addition to counseling services provided by the district or through community-based organizations, the district participates in the state's Healthy Start, Healthy Families, and Healthy Kids programs. These programs, based at the district office and Toll Middle School, serve qualifying students and their families throughout the district, providing medical and nutrition services along with a variety of other assistance and referrals.

A recently developed program at Glendale Unified School District assists homeless families to enroll their children in school, to overcome obstacles that might keep their child from attending school, and to allow their child to stay in one school while the family is transitioning into a more stable environment. Another new program is a federally funded grant project to combat alcohol abuse in high school students. Four of the five district high schools will be participating in the three-year program.

Teacher Assignment

The District recruits and employs the most qualified credentialed teachers. For the 2002-03 school year, Balboa had 32 fully credentialed teachers.

Teacher Credential Status			
	01	02	03
Fully Credentialed	33	35	32
Working Outside Subject	0	0	0
Emergency Credentials	5	3	2
Interns	1	0	1
Waivers	0	0	0
Total Teachers	38	38	35
Average Years Teaching	11.9	10.1	9.9
Average Years in District	10.5	8.8	8.7

Teacher credential data may not have been submitted or a teacher may hold one or more types of credentials. As a result, total number of teachers may not equal addition of individual categories.

Teacher Evaluation

A constructive evaluation process promotes quality instruction and is a fundamental element in a sound educational program. Evaluations and formal observations are designed to encourage common goals and to comply with the state's evaluation criteria and district policies. Temporary, probationary, and non-credentialed teachers are evaluated annually. Permanent teachers are evaluated every other year. Provisions exist for qualified tenured teachers who meet specific criteria to be evaluated every third year. Evaluations are conducted by the principal and assistant principal. These administrators have been trained and certified for competency to perform teacher evaluations.

Evaluation criteria in the Glendale Unified School District Standards for Educators include:

- Engaging All Students In The Learning Process
- Understanding and Organizing Content Knowledge for Student Learning
- Assessing Student Learning To Determine Instruction
- Creating and Maintaining an Effective Environment for Student Learning
- Planning Instruction and Designing Effective Learning Experiences for All Students
- Developing as a Professional Educator
- Fulfilling Professional Responsibilities

Substitute Teachers

The District has not experienced any difficulties retaining qualified substitute teachers. On rare occasions when a substitute is not available for an absent teacher, credentialed staff or administrators take the role of the substitute. Substitute teachers must hold a bachelor's degree and have successfully passed the California Basic Educational Skills Test. Prior to a substitute's first assignment in the district, he/she attends a three-hour training session on district policies and expectations. A pool of over 300 qualified substitutes is available to Glendale's schools.

Staff Development

The District provides high-quality professional development to promote powerful teaching and learning. Professional development in the district focuses on standards-based instruction and strategies to promote literacy and critical thinking skills in all subject areas. The district schedules three staff development days annually.

Balboa prepares a staff development plan that is aligned with district strategic targets and which uses a variety of resources to assist teachers in refining instructional practice. During the 2002-03 school year, staff development focused on "Write...from the Beginning" and "Strategies That Work." "Write...from the Beginning" is a developmental writing program that is implemented schoolwide to focus on training students for successful writing beyond the elementary grades. "Strategies That Work" uses research-supported methodology to help students construct meaning and build understanding.

Balboa participates in district and school inservices that are based on research and established learning theories. Staff members build teaching skills and content knowledge by participating in many

conferences and workshops throughout the year and then sharing their experiences and knowledge with district colleagues. Balboa further supports teachers and paraprofessionals by participating in several district programs.

The Peer Assistance and Review (PAR) program utilizes Consulting Teachers to help veteran teachers refine subject matter knowledge and instructional strategies. The Beginning Teacher Support and Assessment (BTSA) program is a two-year program that provides ongoing support from Consulting Teachers, with an emphasis on formative assessment and reflection. All activities are based on the California Standards for the Teaching Profession. The Paraprofessional Teacher Training Program (PTTP) offers assistance to education assistants interested in pursuing a teaching career. This program sponsors enrollment in required university courses and provides peer support and training to prepare participants to enter an intern or pre-intern program.

School Facilities & Safety

Balboa provides a safe, clean environment for students, staff, and volunteers. School facilities, built in the 1930s, sit on 3.77 acres and include 26 classrooms, a library, an auditorium, administrative offices, a resource room, and a pre-school classroom. Outdoors the school provides a sheltered lunch area, grassy fields, and a blacktop playground.

This school year, the Measure K project is making it possible for Balboa to improve the facilities of the school. Projects scheduled for the 2003-04 year include:

- New plumbing fixtures
- New wood sashes
- Improved office facilities
- ADA-required accessibility
- Improved lighting in classrooms
- Improved technology access

These improvements are in addition to ongoing maintenance and improvements that are part of the district's scheduled maintenance program. The maintenance schedule, which includes replacing asphalt paving in 2003-04, ensures that all classroom and facilities are well-maintained and provide a suitable learning environment. On a daily basis, Balboa has three custodians on duty to ensure school facilities remain clean and safe.

Safety of students and staff is a primary concern of Balboa. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and earthquake drills are conducted on a regular basis throughout the school year. Yard supervisors, a safety aide, and administrators monitor school grounds before, during, and after school. All visitors must report to the front office, sign in, and obtain a visitor's pass before entering the campus.

The Comprehensive School Safety Plan was developed by the school staff in consultation with local law enforcement to comply with Senate Bill 187 of 1997. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive School Safety Plan include child abuse reporting procedures, teacher notification of dangerous pupils procedures, disaster response procedures, procedures for safe ingress and egress from school, sexual harassment policy, and dress code policy. Balboa reviews the plan annually; the plan was last updated and reviewed with school staff in January 2003. An updated copy of the plan is available to the public at the school and at the district office.

School Enrollment & Attendance

The District recognizes that regular attendance and punctuality are not only necessary parts of the learning process, but are critical to academic success. School districts receive financial support from the state for the education of students they serve based on how many students attend school each day. Parents are advised of their responsibilities, including proper notification of why and when students are absent. Attendance, tardiness, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Independent study is available for students who require extended leaves from school. During the 2002-03 school year, the actual attendance rate for all grade levels for Balboa was 95.93%.

Balboa has not expelled any of its students during the past three years; expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions and Expulsions					
	Balboa			GUSD		
	01	02	03	01	02	03
Suspensions (#)	8	9	46	3,647	3,425	5,489
Suspensions (%)	1.04	1.20	6.52	12.02	11.30	18.45
Expulsions (#)	0	0	0	47	40	46
Expulsions (%)	0.00	0.00	0.00	0.15	0.13	0.15

Class Size

Balboa maintained a schoolwide average class size of 22.4 students and a pupil-to-teacher ratio of 21:1 for the 2002-03 school year. In grades K-3 the average class size was 19, and in grades 4-6 the average class size was 29. The pupil-to-teacher ratio varies by grade level and subject area.

	Class Size Distribution								
	Number of Classrooms by Size								
	1-20 Students			21-32 Students			33+ Students		
	01	02	03	01	02	03	01	02	03
K	5	4		0	0		0	0	
1st	5	3		0	0		0	0	
2nd	5	5		0	0		0	0	
3rd	7	6		0	0		0	0	
4th	0	0		4	3		0	0	
5th	0	0		0	4		3	0	
6th	0	0		1	4		2	0	
K-3rd	1	2		0	0		0	0	
4th-6th	1	1		1	0		0	0	

Data unavailable from the State of California.

Combination classes may be any combination of grades within the designated grade levels.

In 1996, the state legislature approved implementation of the Class Size Reduction (CSR) program that provides funding to hire additional teachers to assist schools in reducing K-3 class sizes. Balboa has implemented CSR in 100% of all K-3 classrooms for the past three years.

Instructional Time

During the 2002-03 school year, all instructional minutes and days offered at Balboa exceeded state requirements as specified in the California Education Code. For the 2002-03 school year, Balboa offered 180 days of instruction comprised of 173 regular days and 7 minimum days for tracks A and D, and 172 regular days and 8 minimum days for tracks B and C. Minimum days are used for Back to School Night, track changes, and report card preparation.

	Instructional Minutes by Grade Level	
	Minutes Required	Actual Minutes
K		
Tracks A, C	36,000	36,110
Tracks B, D	36,000	36,639
1st-3rd		
Track A	50,400	50,530
Tracks B, C	50,400	50,514
Track D	50,400	50,610
4th-6th		
Track A	54,000	54,100
Tracks B, C	54,000	54,063
Track D	54,000	54,180

Each Wednesday is a "Banking Day." Students arrive at school an hour later in the morning. Each month "Banking Days" allow teachers additional time to meet once by track, once by grade level, and once for a full faculty meeting. The fourth "Banking Day" each month is used for the school's Leadership Team meeting.

Expenditures & Services Funded

For the 2001-02 school year (the most recent year for which state comparison data is available), the District spent an average of \$6,315 to educate each student (based on 2001-02 audited financial statements). The figures shown in the table below reflect the direct cost of educational services, per ADA, excluding food services, facilities acquisition and construction, and certain other expenditures. This calculation is required by law annually and compared with other districts statewide.

GUSD	Current Expense of Education Per Student*	
	2001-02	
	Statewide Average	
	All Unified School Districts	All Districts
\$6,315	\$6,767	\$6,719

**Ed-Data and California Department of Education, School Fiscal Services Division - J-200 Reports.*

In addition to general fund state funding, the District receives state and federal categorical funding for special programs. For the 2001-02 school year, the district received approximately \$2,371 per student in federal and state aid for the following categorical, special education, and support programs:

- Title I
- Special Education
- EESA/Math & Science
- Drug/Alcohol/Tobacco Education
- Vocational & Applied Technology
- Gifted & Talented Pupils
- Home-to-School Transportation
- School Improvement Program
- Economic Impact Aid
- Instructional Materials
- Staff Development
- Educational Technology Assistance Grants
- Year-Round School Incentive
- School Based Coordination Program
- Class Size Reduction
- Healthy Start
- Peer Assistance and Review

Salary & Budget Comparison

State law requires comparative salary and budget information to be reported to the general public. For comparison purposes, the State Department of Education has provided average salary data from school districts having greater than 20,000 average daily attendance throughout the state.

	Average Salary Information	
	Teachers - Principals - Superintendent	
	2001-02	
	GUSD	State Average
Beginning Teachers	\$37,236	\$35,490
Mid-Range Teachers	\$57,164	\$56,244
Highest Teachers	\$73,765	\$69,568
Elementary Principals	\$95,958	\$93,094
Middle School Principals	\$99,731	\$93,094
High School Principals	\$103,973	\$93,094
Superintendent	\$177,526	\$160,607
	Percentage of Total Budget	
Teacher Salaries	44.3%	42.7%
Administrative Salaries	5.5%	5.0%